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ABSTRACT

The purpose of the Community Service Institute (CSI) is to creatively involve Kendall College students in the work of social service agencies and community organizations that are addressing themselves to the needs of urban residents. The goals of CSI are service and education. The College, through its academic program, desires to relate the activities of the classroom and the existential realities of the world in a program that will enable the student to give of himself to others and at the same time learn something about the world in which he lives. This CSI report describes the activities of the project for the 1970-71 academic year. During the past academic year, 40 students registered for the CSI program and 32 completed the requirements for academic credit. This CSI report emphasizes trends in student self-actualization as a result of CSI participation, cooperating social service agencies, CSI and the College Work Study Program, student evaluations, and the continuing need for CSI. (Author)

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EVALUATION REPORT III

COMMUNITY SERVICE INSTITUTE

KENDALL COLLEGE
EVANSTON, ILLINOIS

AUGUST, 1971

by

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PROJECT COORDINATOR

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PREFACE

Kendall College gratefully acknowledges the generous grant from the Bowman C. Lingle Will and The Harris Trust and Savings Bank that made the Community Service Institute possible in 1970-71.

ACKNOWLEDGMENT

The author wishes to express his gratitude to Mr. Roy Trueblood from the Counseling Department at Kendall College for his assistance in the statistical analysis and interpretation of the testing instrument used in this study.

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INTRODUCTION

The purpose of the Community Service Institute (CSI) is to creatively involve Kendall College students in the work of social service agencies and community organizations that are addressing themselves to the needs of urban residents. The goals of CSI are service and education. The College, through its academic program, desires to relate the activities of the classroom and the existential realities of the world in a program that will enable the student to give of himself to others and at the same time learn something about the world in which he lives.

This CSI report will describe the activities of the project for the 1970-71 academic year. During the past academic year, 40 students registered for the CSI program and 32 completed the requirements for academic credit.

This CSI report will emphasize trends in student self-actualization as a result of CSI participation, cooperating social service agencies, CSI and the College Work Study Program, student evaluations, and the continuing need for CSI.

CSI AND TRENDS TOWARD STUDENT SELF-ACTUALIZATION

The goal of education is not the transmission of knowledge as bits and pieces of unrelated information. Knowledge of data is an

important objective of education, but an equally important task of learning is the focus upon the knower as a subject who acts according to certain patterns and value assumptions about self and the interaction of the self in the world. The knower is not a static data bank from which information is recalled when needed. Rather, the knower is an active participant in the process of receiving, testing, and synthesizing data about self and the world. The purpose of the CSI project is to help students perceive some of the linkages between theory and data from the world.

The second goal of CSI is service. Concern for others implies that the caring person possess a positive self-image. A good feeling about self generates surplus psychic energy that can be expended in service to one's fellowman. Abraham Maslow used the term self-actualization to describe the person who possessed a high degree of self-determination, self-motivation, and self-affirmation. A self-actualized person sets realistic goals for his life, is aware of his value system, and has a healthy sense of autonomy.¹

Hypotheses

1. That students who choose to participate in the Community Service Institute possess a positive self-image and to a significant degree are already self-actualizing persons.

2. Through participation in the Community Service Institute,

¹ Maslow, A., Motivation and Personality, 1st edition, New York, Harper and Co., 1954.

the student's self-image will increase, and he will be a more self-actualized person.

The underlying assumption that prompted these hypotheses is that a student cannot really give of himself to others unless he possesses a fair degree of emotional stability and has internalized to some degree the characteristics of a self-actualizing person.

The Instrument

The Personal Orientation Inventory (POI), a 150 two choice questionnaire developed by Dr. Everett Shostrom (1963), was selected to measure the degree of increase or decrease in self-actualization as a result of student participation in CSI. The POI attempts to measure the attributes of a self-actualizing person according to 12 scales of measurement. The scales are as follows. First, is the TC/TI - Time Competence or Time Incompetence - which measures whether a person lives in the time categories of past, present, or future. The time competent person lives in the present with a realistic view of self in the world. The time incompetent person lives in the fantasy of the past or in the ideal of the future. Second, is the I/O scale which measures whether a person is "self-oriented" (Inner Directed) or "other oriented" (Other Directed). Self directed persons are characterized as independent and self-supportive. Other directed individuals tend to be dependent and desire the external validation of other's views to give legitimacy to their own views. The SAV (self-actualizing value) scale measures whether the person holds the values of self-actualizing people (i.e., self-determination, auton-

omy, self-affirmation). The Ex (existentiality) scale measures whether a person is flexible or rigid in the application of values. The Fr (feeling reactivity) scale measures individual sensitivity to one's own needs and feelings. The S (spontaneity) scale measures the degree to which a person freely expresses feelings behaviorally. The Sr (self-regard) scale measures whether the person possesses high or low self-regard. The Sa (self-acceptance) scale measures the ability of the person to accept self in spite of personal faults or weaknesses. The Nc (nature of man) scale measures whether the person sees man as essentially good or evil. The Sy (synergy) scale measures the individual's ability to meaningfully tolerate the paradoxes or dichotomies of life. The A (acceptance of aggression) scale measures the person's ability to accept feelings of anger or aggression as opposed to the denial of such feelings. Finally, the C (capacity for intimate contact) scale measures the individual's capacity to develop warm interpersonal relationships that are not conditioned by rigid expectations.

Procedure

The POI pretest was administered to all 14 CSI students registered for the fall, 1970 program. A posttest was given at the conclusion of the fall semester. Seven CSI students from the fall program registered for the spring, 1971 CSI program. The POI was administered to these students at the beginning and conclusion of the spring, 1971 semester. Data, then, is available from two sample groups: (1) the 14 students who participated in the program for one

semester and (2) the 7 students who were involved in the program for a complete academic year.

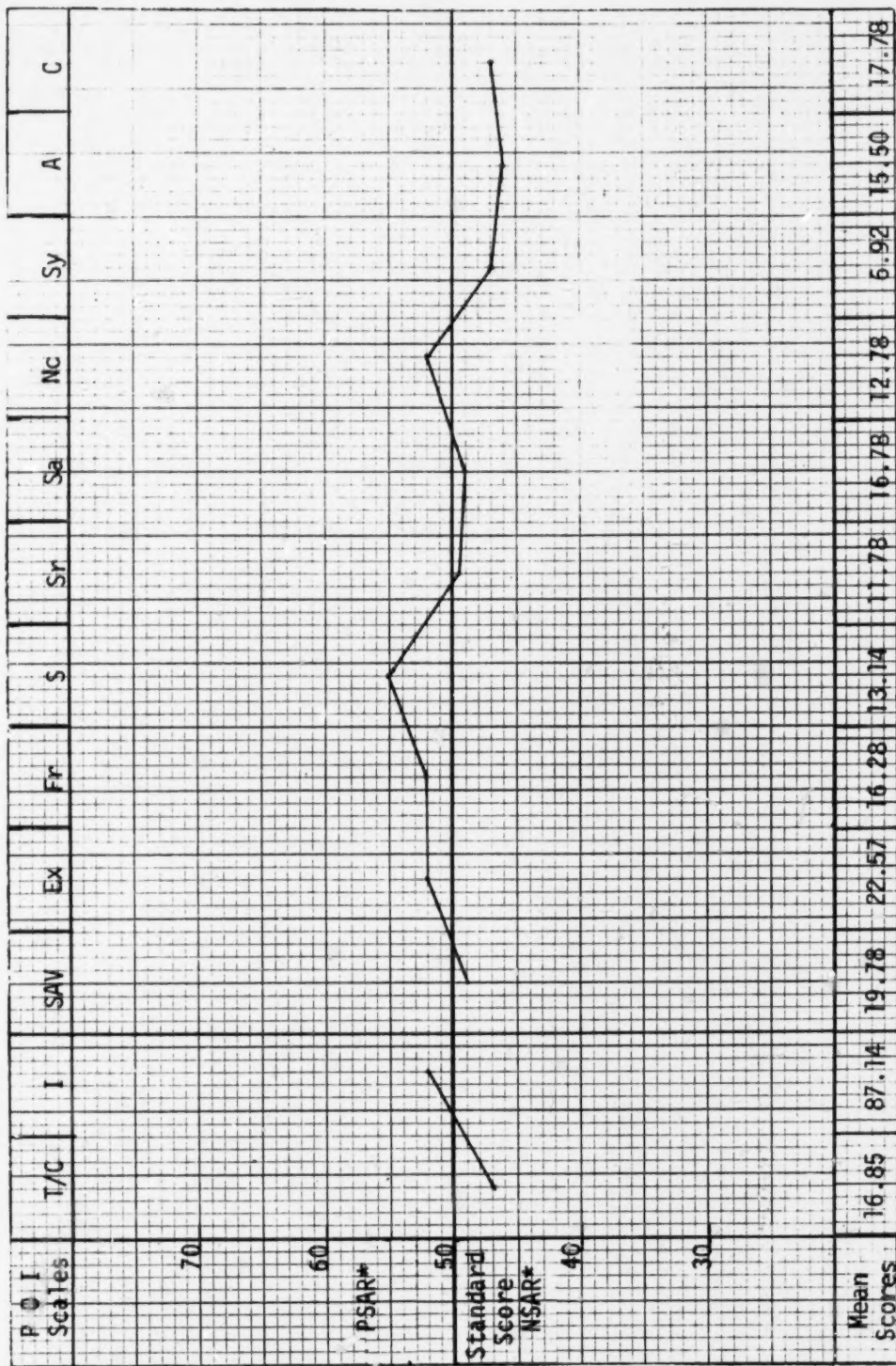
The scope of this study is limited in two respects. First, the sample size is too small to make any significant statistical statements. Second, the inability to secure a sample control group from the same population as the experimental group means that our conclusions at best are tentative. Therefore, the conclusions that can be drawn from this study are indicative trends which in no way can claim statistical significance. Other variables present, but not measurable, may have accounted for some of the increase in self-actualization in the CSI participants.

Results

Prior to the pretest it was hypothesized that students who chose to participate in CSI already possessed a fair degree of self-actualization. Table I indicates the mean pretest and profile scores for the first semester group. Positive self-actualization scores occur in all scales except T/C, SAV, Sr, Sa, Sy, A, and C scales, which are not significantly low. Table II indicates the mean pretest and profile scores for the year long group were high in self-actualization scores with the exception of the Sr, Sa, Sy and A scales. The A scale was significantly low, and shows that students found it difficult to accept feelings of anger and aggression. The low score on the A scale may be attributed to one or two students who scored low on that particular scale or a number of students who scored significantly higher on the other scales.

TABLE I

P O I Mean Pretest and Profile Scores for First Semester, 1970

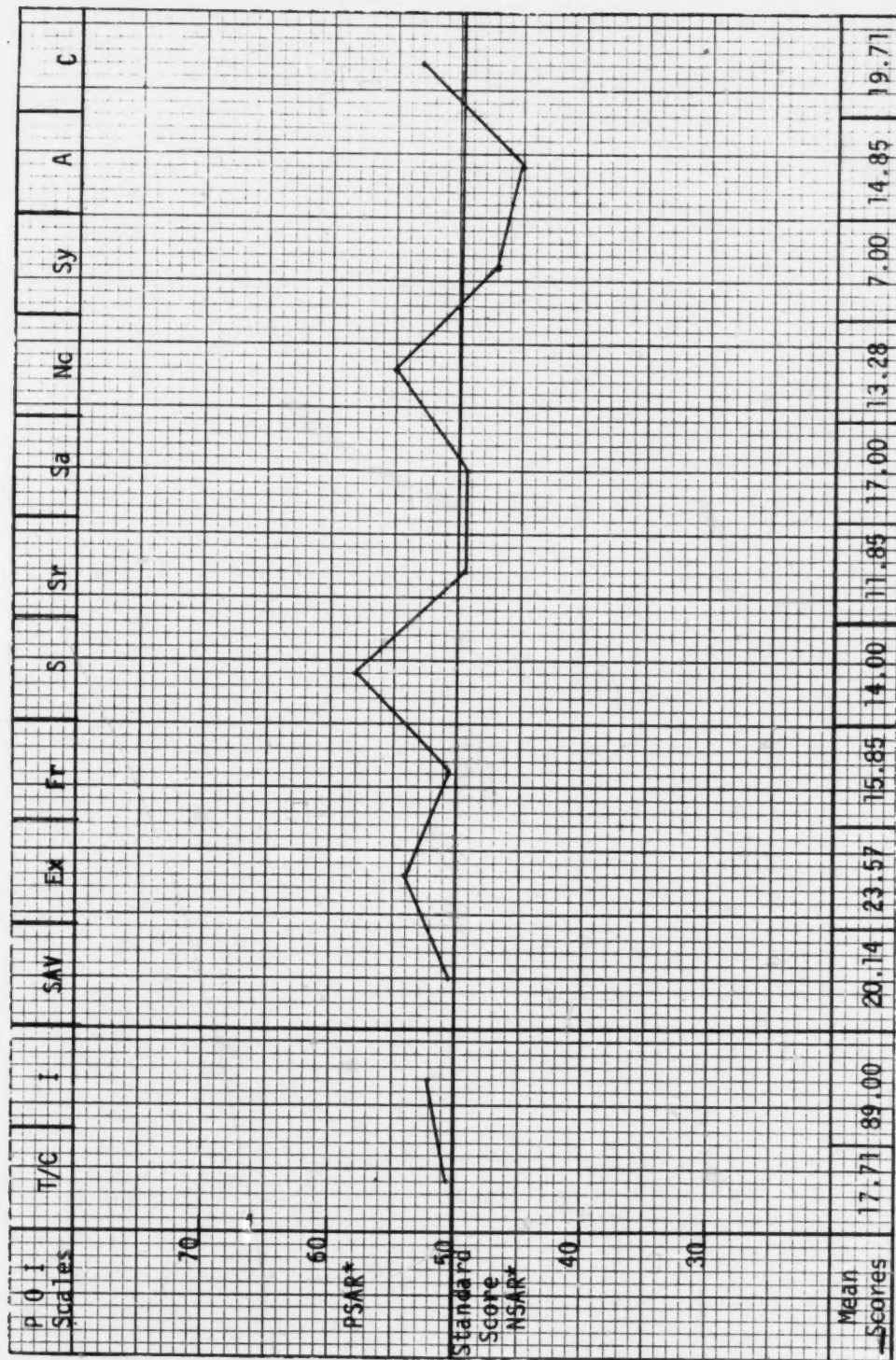


* Positive Self-Actualizing Range

* Negative Self-Actualizing Range

TABLE II

P O I Mean Pretest and Profile Scores for Academic Year, 1970-71



* Positive Self-Actualizing Range

* Negative Self-Actualizing Range

In general, the hypothesis indicating that students who chose to participate in CSI are to some degree self-actualized persons and are free to give of themselves to others seems to be substantiated. Table III indicates that the post-test mean scores for the semester group reveal an increase over pretest mean scores with the exception of a slight drop in the Nc and Sy scales. Table IV indicates that the post-test mean scores for the academic year group reveal an increase in every scale, the exceptions being a slight drop in the Ex scale, and no increase in the Sy scale. A significant increase in the A scale indicates that CSI students at the end of the year were better able to deal with feelings of anger and aggression.

One cannot project with any certainty that the CSI experience was responsible for the increase in the mean POI scores. Other variables, not measured, may have accounted for the increase. What one can conclude is that the CSI experience did not have a deleterious effect upon the self-actualizing characteristics of the participating students. The CSI experience seemed to reinforce the positive attitudes and personality characteristics already present in the student participants. If this is one measurable dimension of the contribution of CSI to the student, then projects designed to help the student grow as a person and become something for others have a legitimate place in the educational enterprise.

TABLE III

P O I Mean Pre and Posttest Scores for First Semester, 1970

P O I Scale S	Pretest Sept. 1970		Posttest Dec. 1970		Mean Diff.	t
	Mean	S.D.	Mean	S.D.		
Tc	16.85	4.22	17.21	3.62	.36	.22
I	87.14	11.35	89.85	13.06	2.71	.56
SAV	19.78	2.59	20.50	2.50	.72	.72
Ex	22.57	3.01	22.78	4.05	.21	.15
Fr	16.28	2.83	16.35	2.40	.07	.06
S	13.14	2.58	13.57	2.19	.43	.46
Sr	11.78	2.93	12.21	2.17	.43	.43
Sa	16.78	3.14	17.50	4.04	.72	.50
Ne	12.78	1.85	12.50	1.67	.28	.41
Sy	6.92	1.43	6.64	1.58	.28	.48
A	15.50	3.71	16.42	3.39	.92	.66
C	17.78	2.80	19.07	3.47	1.29	1.04
Sample Size	14		14			

TABLE IV

P O I Mean Pre and Post Scores for Academic Year, 1970-71

P O I Scale	Pretest Sept., 1970		Posttest May, 1971		Mean Diff.	t
	Mean	S.D.	Mean	S.D.		
Tc	17.71	3.10	19.00	2.26	1.29	.82
I	89.00	9.14	96.71	6.34	7.71	1.69
SAV	20.14	2.58	21.57	1.76	1.43	1.12
Ex	23.57	2.25	22.71	1.48	.86	.78
Fr	15.85	2.29	17.57	2.05	1.72	1.37
S	14.00	2.20	15.28	1.38	1.28	1.21
Sr	11.85	2.35	13.28	2.86	1.43	.95
Sa	17.00	2.26	19.00	1.84	2.00	1.68
Nc	13.28	1.57	14.00	1.30	.72	.86
Sy	7.00	1.92	7.00	1.19	.00	.00
A	14.85	1.45	17.00	1.60	2.15	2.47*
C	19.71	3.10	20.14	2.89	.43	.24
Sample Size	7		7			

* $p < .05$

COOPERATING AGENCIES

During the past year, the following Chicago social service agencies cooperated with Kendall through the CSI program: Chelsea House, a home for senior citizens; The Root and Branch Community Center, an inner city ministry of the United Methodist Church; the Muscular Dystrophy Association, a therapy center for muscular dystrophy patients; the American Indian Center, a community organization for the American Indian; Chicago-Read Mental Health Center, a state mental health institution; the Uptown Area Poor People's Planning Coalition, a community organization working with Appalachian whites; Christopher House, a social settlement house attempting to meet the diverse needs of poor urban residents.

Cooperating Evanston agencies included: the Orrington Elementary School; the Evanston Human Relations Commission; The Georgian, a home for senior citizens; the Evanston Community Committee, an agency that sponsors a big brother/sister program in cooperation with the youth section of the Evanston Police Department; the Shore School and Training Center, an agency working with mentally handicapped children; the Evanston Child Care Center, an agency for preschool children of working mothers; the Evanston Public Library; and Dewey House, an after school tutoring and recreation project.

The Skokie Park District in Skokie, Illinois, had the service of one CSI student as recreation supervisor. Another student served as an instructor in the Wilmette Youth Coop, an educational project

sponsored by the Wilmette Congregation Church in Wilmette, Illinois.

CSI students had a diverse selection of field work opportunities available to them. Table V indicates the number of students involved during the year in the various social service and community agencies. Several students discovered agency possibilities on their own and asked permission to become involved. The project coordinator then contacted the agency and explained the objectives of the CSI project. In every case these agencies were pleased to cooperate with Kendall College.

TABLE V

CSI Agencies and Number of Participating Students

Name of Agency	Number of Students	
	I Sem. '70	II Sem. '71
American Indian Center		3
Evanston Human Relations Comm.	1	2
Chelsea House	2	
Root & Branch Community Center	5	2
Muscular Dystrophy Asso.	1	
Shore School and Training Cen.	1	
Evanston Community Center	1	
Evanston Child Care Center	2	3
Skokie Park District	1	
Orrington School		1
The Georgian Home		1
Dewey House		1
Wilmette Youth Coop		1
Chicago-Read Mental Health Cen.		1
Christopher House		1
Uptown Planning Coalition		1
Evanston Public Library		1
Total Students	14	18

CSI AND THE COLLEGE WORK STUDY STUDENT

In the spring of 1970, a proposal was approved to expand the CSI program to include College Work Study (CWS) students. The purpose in expanding the program was to enable the CWS student to make a useful contribution to a social service agency while earning income to pay for his education. The Federal government subsidizes 80% of the CWS student's salary, and CSI through foundation support assumes responsibility for the remaining 20% of the salary. During the past year, three persons participated in CSI as CWS students. The involvement of these CWS students in CSI was a positive experience. Continued involvement of CWS students in CSI will enhance the project immeasurably and benefit students who must work to finance their education but who also desire to make a useful contribution to society.

CSI SEMINARS

In addition to the 45 hours of involvement per semester at the social service agency, the student is required to attend bi-monthly seminars. The purpose of these seminars is to facilitate communication regarding the participant's field work involvement, discuss reading and writing assignments, view audio-visual resources, and share and constructively criticize with each other what has been experienced. During the year, numerous agency supervisors spoke to the

CSI students. Two such speakers included the Executive Director of the Evanston Human Relations Commission and the Director of Christopher Settlement House.

Several CSI students were working in blighted areas of Chicago's inner city. These students, as did others in the seminar, found "The Tenement" and "Where Is Prejudice" as valuable audio-visual resources in helping them understand the particular context of their involvement.

Every student prepared for each seminar a one page communique in which he described one event that he experienced the previous week during his field work involvement. Sometimes these communiques served as stimulating catalysts for class discussion. At other times numerous articles, books, and audio-visual resources served as data inputs for seminar discussion. Many valuable learning experiences occurred during the exchanges between seminar participants as is evidenced by the following student comments:

... it (the seminar sessions) became an environment of sharing, learning from one another, and also learning about each other.

I found out how to deal with even more types of individual situations due to class discussion.

The seminars were really encouraging and just to be able to talk with all types of people involved with today's problems is an excellent learning experience.

Some students, of course, indicated that the seminars were not helpful, but the dominant student attitude was positive.

Each student was asked to write a field work concept paper.

The purpose of the concept paper is to help the student perceive the relationship of a relevant concept from a book to his field work experience. For example, one student working in the inner city and coming into contact with members of a white street gang read Larry Cole's book entitled Street Kids. She became intensely aware of the social dynamics operative in a culture of poverty that nurtures delinquency, disrespect, and feelings of inferiority and non-acceptance. Another student related insights from anthropologist Dorothy Lee's book entitled Freedom and Culture to his work at the Evanston Day Care Center. He explored the problem of how a particular culture socializes its young with reference to preparing those children for the acceptance of a subculture (Blacks and other minority groups) into the dominant white American culture.

STUDENT PROJECTS

Every student participant is asked to evaluate his CSI experience through some creative medium. This past year a student created a film graphically illustrating her involvement at the American Indian Center. Another student created a sculptured art form using modeling clay depicting what she believed to be the future of the American Indian in Chicago, and entitled her work "The Wheel of Fortune". Student projects this past year included original poetry, a pictorial scrapbook, a collage of color photographs with interpreta-

tive prose, water color creations from patients at Chicago State Hospital with captions by the student volunteer, and a mechanical creation with moving parts that depicts how the white power structure has enslaved Blacks and other minority groups. Numerous other projects were submitted, but the projects mentioned were among the most interesting.

The students seemed to enjoy the freedom to be creative in evaluating their CSI experiences. The last three seminar sessions of each semester were reserved for the students to present their evaluation projects to the total class. These final seminar sessions, without exception, have been exciting.

STUDENT EVALUATIONS

During the two year life of the Community Service Institute, student participants have affirmed the value of CSI in their educational experience at Kendall College. The challenge of relating social and cultural concepts to practical and useful field work service opportunities is the compelling element in the CSI program. These student comments will illustrate how significant this program was in the educational development and personal growth of many students. When asked what they liked best about CSI, the responses were as follows:

The involvement -- CSI has offered an unlimited chance to become involved ... and to learn. The

seminars have been good sharing experiences.

I found the concept of CSI to be an exciting one and something that has made my life at Kendall more complete, as I have felt involved with the community as a whole.

I feel the chance to become involved with the real world in which we live. Being a student sort of limits you to the school society and not society where you will spend the rest of your life.

In the evaluation periods of the project, the student participants were asked to rate CSI as an educational experience. Some of the student comments included the following:

I think the program serves a definite place in the liberal arts curriculum since the purpose of a liberal arts college is to broaden one's interest which CSI does

One of my best educational experiences and has a definite place in the curriculum.

I rate CSI as one of the most interesting and educating courses at school.

I simply feel that CSI was a rewarding experience which furthered my education and individual growth.

The challenge of education is to stimulate the student to examine his values and attitudes, to develop fundamental skills that will help him define a problem, and to move toward a creative solution that is consistent with life affirming principles. In answer to the question, "How are you different as a result of having participated in CSI?" several students responded,

... greater sensitivity!

I have grown more concerned about minority groups and am happy I became involved because I am a better person for it in regard to not being so self centered.

I feel more involved with all kinds of people. Therefore, more understanding. Also, learning to go below the surface of things.

CSI has had a positive affect upon the students who participated in the program this past year. Of course, not all the students who registered for CSI had such positive feelings. Several students felt the requirements of bi-monthly seminars, written communiques, a concept paper, and an evaluation project plus the 45 hours of work in an agency was too demanding for the credit granted. Eight students withdrew from the program because of the work requirements.

THE CONTINUING NEED FOR CSI

The CSI program must continue to have financial assistance from outside sources to sustain its educational and service objectives. Revenue is needed to assist students with transportation costs incurred for travel to and from the service agency. Administrative needs to facilitate successful operation of the project include a part-time salary for the project coordinator and secretarial assistance. Other necessary expenditures include instructional aids such as speakers, audio-visual resources, and books. The continuation of CSI at Kendall is dependent upon the continued support of the College administration, faculty, and students. New sources of revenue are

needed to enable the College, through CSI, to continue to make a contribution to others in the community.

During the two year history of the Community Service Institute, student participants have had a positive influence in the community. But the needs of under privileged children, youth, senior citizens, Blacks, American Indians, and other minority groups still persist. It is unrealistic to assume that a small number of students in a program like CSI will provide a panacean solution to these urgent human needs. What is required before any amelioration of the situation is an awareness of the dynamic elements that create social problems. This CSI attempts by involving students in the real problems of people in the world. One student who participated four semesters in CSI expressed her feelings in this way:

Each semester, I became more aware of people, of needs, of society and what it is doing to certain people. I slowly became aware of how I can, in a small way, do my share helping It (CSI) is a growing experience that slowly melted some of the 'lies' I had been taught to believe.

FORM A

EVALUATION INSTRUMENT

Kendall College
Community Service Institute
Social Science 13

PART I -- Evaluation of Student by Cooperating Agency

This Form is designed to evaluate the Community Service Institute student who has chosen to work with your agency. The criteria for evaluation is represented by the following scale:

SUPERIOR

Student is intellectually curious and assumes responsibility for self assertion; is productive enough to be considered a member of the "staff"; is alert to ways of self-improvement; is enthusiastic, creative, and resourceful.

ABOVE AVERAGE

Student is curious about the functioning of the agency; attends to routine tasks, but in doing so indicates a degree of excellence over and above that of an average worker.

AVERAGE

Student is a follower; attends to regular and performs clearly defined tasks.

BELOW AVERAGE

Student completes tasks carelessly and tardily; accepts the advice of supervisor, but seldom follows through; is considered non-committed.

FAILING TO MEET MINIMUM REQUIREMENTS

Student consistently indicates a disregard for assigned tasks, and work is of low quality.

Name of Student _____

Name of Agency _____

Name of Supervisor _____

Date _____

	SUPER- IOR	ABOVE AVER.	AVER.	BELOW AVER.	FAIL- ING
	1	2	3	4	5
1. Student reports regularly and punctually at time agreed upon.					
2. Student attends to tasks assigned to him by the agency.					
3. Student needs not to be told what to do; he creates tasks.					
4. Student develops techniques and approaches on his own that can be supported by plausible data.					
5. Student utilizes his personal talents for the benefit of the agency.					
6. Student grasps what needs to be done in emergency situations and does it promptly.					
7. Student evidences a fund of knowledge about the conditions under which the agency works.					

	SUPER- IOR	ABOVE AVER.	AVER.	BELOW AVER.	FAIL- ING
	1	2	3	4	5
8. Student is endeavoring to augment his fund of knowledge by reading and discussions.					
9. Student responds creatively to criticisms.					
10. Student handles self well in problem situations.					

PART II -- Supplementary Statement

Please comment on the degree the student's participation contributed to the achievement of the goals and objectives of your agency.

Any additional statements which would aid Kendall College in more effectively relating with your agency, would be appreciated. Also, a comment regarding the applicability of this evaluation instrument would be appreciated by the C.S.I. project coordinator. Please use the space below for your comments.

FORM B

EVALUATION INSTRUMENT

Kendall College
Community Service Institute
Social Science 13

PART I -- Evaluation of C.S.I. by the Student

1. What have you liked about the C.S.I. program? Explain.
2. What have you learned from your participation in C.S.I.?
3. What contributed to this learning?
4. Please evaluate the C.S.I. Seminar session.
 - a. Did you find the seminars helpful? If not, why not?
If yes, what aspect was most valuable?
 - b. How would you improve the Seminar sessions?
5. How would you rate C.S.I. as an educational experience and do you feel the C.S.I. concept of education should have a place in the Liberal Arts curriculum? Elaborate.
6. How are you different as a result of having participated in C.S.I.? Why?
7. Have you developed new vocational interests as a result of the C.S.I. experience? How? Why?

8. What would you like to see emphasized more in the C.S.I. program?
9. Did you feel there was an adequate variety of agencies from which to choose your involvement? What additional suggestions would you make?
10. What has, in your opinion, prevented C.S.I. from being more effective for yourself and for others?

PART II -- Evaluation of C.S.I. Agency		SUPER- IOR	ABOVE AVER.	AVER.	BELOW AVER.	FAIL- ING
Rate the Agency according to the scale:						
1. The agency assigned you tasks that were consistent with the goals of C.S.I.						
2. The agency supervisor welcomed your presence.						
3. The supervisor encouraged questions and discussion of your involvement at the agency.						
4. The agency supervisor encouraged creativity and the utilization of your personal talents in fulfilling task assignments.						
5. How would you rate the agency in fulfilling its stated objectives?						

PART III -- Seminar Resources

Rate the following according to interest

FILMS:

	EXCELLENT	AVERAGE	POOR
"The Tenement"			
"Time Is"			
"Where Is Prejudice"			
READINGS & PAPERS:			
Field Work Concept Paper			
Toffler, <u>Future Shock</u>			
Project Log -- Diary of Field work Experience			

PART IV -- Supplementary Statement

On the back side of this evaluation form you are encouraged to make any clarification regarding C.S.I., positive or negative.

Name: _____

FINANCIAL STATEMENT

September 1, 1970 to August 31, 1971

Grant from the Bowman C. Lingle Will

Balance	8/31/70	\$ 790.65	
Paid	10/31/70	1709.35	
Paid	1/31/71	2500.00	
Paid	4/30/71	2500.00	
Paid	8/23/71	<u>2500.00</u>	
			\$10,000.00

Disbursements

Transportation for Students	355.61	
Instructional Items	533.59	
Honorarium for Seminar Speakers	45.00	
Membership Dues - National Council on Community Services	15.00	
Office Supplies	25.90	
Printing	50.18	
Salaries:		
Part-time Director	3,500.00	
Part-time Secretary	1,000.00	
20% Wage for College Work Study Students	<u>116.60</u>	
		\$ 5,641.88
Balance		\$ 4,358.12